



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

They will, however, be probably left alone, unless followed up by the work of the teacher. The tables of declension and conjugation at the end of the book afford opportunity for reference and drill. The vocabulary contains nearly two thousand words, not too large a number when obtained by reading.

The book should not be followed by Caesar, but by Viri Romae, Eutropius, or other easy Latin. It seems hardly necessary that the rules of syntax should have been numbered, brought in as they are as occasion required. They would present a curious combination if arranged in order of number. Names or topics might have been given to them. The book appears very attractive. Its success as a text-book must be determined by trial.

William T. Peck

High School, Providence, R. I.

Studies in American Education. By ALBERT BUSHNELL HART, Ph. D.; pp. vi. 150. New York : Longmans, Green & Co. 1895.

Many a lad has been puzzled by the question : How many are four apples and three pears ? A somewhat similar difficulty must have come upon Professor Hart when he sought a common link by which to unite the six miscellaneous magazine articles which appear in this volume. Professor Hart finds his defence in his educational "credo," which he announces in the preface. "That education is substantially one from beginning to end, so that the same or similar methods may be applied throughout, and that teachers of every grade and subject have a common interest, and may learn from each other." We recognize the first part as a phrase often on the lips of President Eliot, and one which is particularly unfortunate, since it supports a great truth, that education should be a unit, by a false claim, that method should be the same or similar from the Kindergarten to the University. No one doubts, however, that there are certain principles underlying all proper method, and so, if we go deep enough, there is no doubt that Professor Hart can find the thread which connects his essays beginning with : "Has the Teacher a Profession ?" passing through "Reform in the Grammar Schools," and "How to Teach History in Secondary Schools," and ending with "The Status of Athletics in American Colleges." Taken together they would form an excellent number for any educa-

tional magazine, and have just about as much connection as such articles usually have.

As for the essays themselves, however, only words of praise ought to be spoken. The style is clear, concise, active, enlivened by apt illustrations; "breezy" may perhaps be the word. The thought is practical and clear-headed, as Professor Hart always is, and the essays themselves have been "brought down to date." It is a promising sign of the times that the college professor is busying himself with education and its problems; not simply propounding theories and giving advice, but taking a vigorous hand in the solution of practical questions, as Professor Hart is doing in Cambridge. And this is what gives especial weight to words from Professor Hart, even if they show a tendency to spread over a somewhat wide field as beginnings in any field of science or art always do.

We venture to predict that while one who begins to read to-day will scarcely stop until the end, these essays will have a deeper interest in future days, in view of what Professor Hart will say and do in the cause of education in time to come.

W. B. Jacobs

High School, Providence, R. I.

NOTES

The appearance of a new literary journal, backed by a well-known firm of publishers, is an event. We have received the first three numbers of *The Bookman* (Dodd, Mead & Co., N. Y., \$1.50), and they certainly justify a lively interest in the future issues. The second number contains no less than four contributions from members of the faculty of Columbia College. If this indicates that the magazine is to be in some large degree representative of Columbia's literary scholarship, no one will think the less of it for that. Certainly the new venture deserves success.

A new edition of *The Philosophy of Teaching* by Arnold Tompkins (Ginn & Co.) omits the chapter on school management of the former edition, the author expressing the hope of giving that phase of pedagogic work adequate treatment in a separate volume. Mr. Tompkins takes high ground at once in his introduction. "I feel moved," he says, "to show how helpful in practice, daily and hourly, are the universal principles which philosophy announces." The work is richly suggestive, but it is by no means milk for pedagogical babes. The author's ideas seem to us sound, if sometimes a little tinged with transcendentalism.

As instruments of popular education public libraries certainly rank next to public schools, and both are indispensable. More than a technical interest for librarians only thus attaches to the attractive little volume on *Pub-*